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ABSTRACT

The Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA). These funds are used to help students at risk of academic failure or dropping out, support purchases and programs, and develop teachers' professional skills. In 1992-93, the Austin Independent School District (AISD) received $511,123 in Chapter 2 Formula funds for 13 programs and expenditures. Evaluation of the programs found that the Peabody Picture Vocabulary Test-Revised aided prekindergarten students. High school educators judged the Academic Decathlon effective. Nearly all librarians and educators approved of the Chapter 2 Formula library purchases. Parents in the Megaskills program valued its lessons. In the Spanish Academy, 87 percent of the students said the course helped them communicate with Spanish-speaking students. In the Student Alcohol/Drug Abuse Education and Prevention Program (SADEPP), students judged the program helpful. And Middle Schools Fellows Program participants approved of the program and wanted to continue with it. Recommendations for Chapter 2 Formula funds include continuing their use to supplement half-day prekindergarten programs, decreasing the number of programs, increasing funds to programs for at-risk students, and initiating programs proven successful elsewhere. (Contains 14 references.) (JPT)

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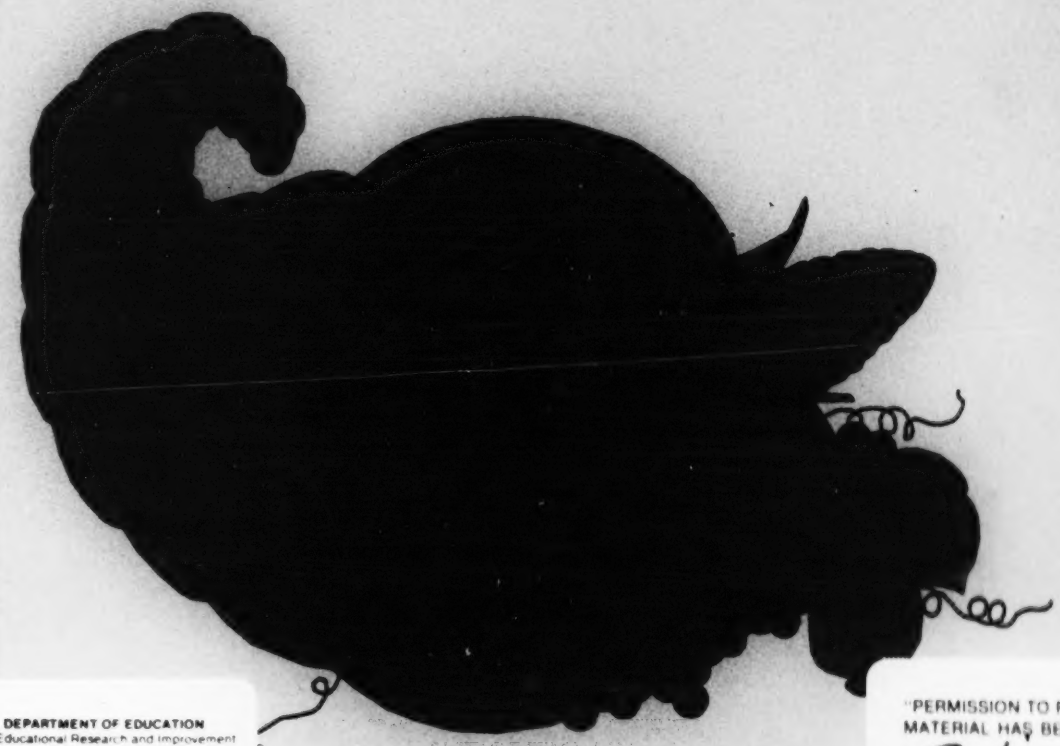
CHAPTER 2 FORMULA
Final Report
1992-93



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Austin Independent School District
Office of Research and Evaluation

EA 025 813

CHAPTER 2 FORMULA: 1992-93 FINAL REPORT

EXECUTIVE SUMMARY

Austin Independent School District
Office of Research and Evaluation

Authors: Paula Marable, Julia E. Griffith, and Lauren Hall Moede

Program Description

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public Law 100-297. Chapter 2 Formula funds can support one or more programs which:

- Meet the educational needs of students at risk of failure in school or of dropping out, and students for whom providing an education entails higher than average costs;
- Acquire instructional and educational materials;
- Improve schools through innovative programs;
- Enhance the knowledge and skills of educational personnel through training and professional development;
- Enhance student achievement and excellence through instruction and community service;
- Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide prevention programs; and
- Enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years (National Literary Act of 1991, Section 302).

In 1992-93, the Austin Independent School District (AISD) received $511,123 in Chapter 2 Formula funds, which included $26,102 rolled forward from 1991-92. Funds were allocated to the following programs (funds were also allocated to administration/management and evaluation): Academic Decathlon, Library Resources, MegaSkills, Middle School Fellows Program, Multicultural/Special Purpose Buses, Prekindergarten Supplements, Secondary Library Technology Support, Spanish Academy, Technology Learning Center at Johnston High School, Reading Recovery Program, Student Alcohol/Drug Abuse Education and Prevention Program (Sunshine Camp), Wicat Computer Lab at Blanton Elementary, and private schools.

Major Findings

1. During the 1992-93 school year, the Peabody Picture Vocabulary Test-Revised was administered. At all levels of delivery, half- and full-day pre-K, AISD prekindergarten students showed gains from pre- to posttest. (Page 22)

2. The majority of high school teachers and administrators surveyed believed that the Academic Decathlon benefited participants and the District and was effective in promoting academic excellence. (Page 3)

3. Almost all (97%) of the librarians and administrators surveyed indicated that the library resources purchased with Chapter 2 Formula funds were useful. (Page 8)

4. In the 1992-93 school year, 95% of parents who participated in MegaSkills workshops reported that receiving this training helped them work better with their children. (Page 11)

5. When evaluating the 1992-93 Spanish Academy, 87% of participants surveyed indicated that the course helped them in communicating with Spanish-speaking students. (Page 32)

6. In the 1992-93 school year, 70% of the participants of the Student Alcohol/Drug Abuse Education and Prevention Program (SADEPP) indicated in a survey that as a result of the workshop, they are able to make responsible choices; in addition, 76% indicated that they are more self-confident because of the program. (Page 37)

7. Middle School Fellows Program participants were pleased with the program and expressed the desire to continue meeting during the 1993-94 school year. Other than participant self-evaluation, however, there were no measures of program effectiveness. (Page 16)

Budget Implications

Mandate: External funding agency: Elementary and Secondary Education Act of 1965 (ESEA) as amended in 1988 by Public Law 100-297 and the National Literary Act of 1991, Section 302.

Funding Amount: $511,123 (entitlement of $485,021 and roll-forward from 1991-92 of $26,102)

Funding Source: Federal

Implications: Chapter 2 Formula has provided funding to AISD to expand existing programs and implement new programs including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state or local funding sources. Continued funding will allow the District to provide programs that meet the educational needs of at-risk students, provide for the acquisition and use of educational materials, provide training for District personnel, and provide programs to enhance the personal excellence of students and student achievement. Chapter 2 funding would also provide for other innovative projects, such as early childhood education programs and training programs to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place those students at risk for illiteracy in their adult years.

Recommendations:

1. Continue using Chapter 2 funds to supplement half-day prekindergarten programs.

2. Fund fewer programs through Chapter 2 so that each program is better funded, planned, and evaluated.

3. Allocate more Chapter 2 funds to programs that will help students at risk of failing or dropping out of school.

4. Allocate Chapter 2 funds to replicate in AISD programs that have been previously researched and found effective elsewhere (e.g., Reading Recovery).

PROGRAM EFFECTIVENESS SUMMARY

CHAPTER 2 FORMULA 1992-93

CHAPTER 2 COMPONENT	RATING	ALLOCATION (COST)	NUMBER SERVED	COST PER STUDENT	EFFECT
Academic Decathlon (11-12)	+	$41,747	70	$487	Rating based on staff surveys
Library Resources (K-12)	+	$43,950	69,440	$0.61	Rating based on staff surveys
Megaskills (6-8)	0	$17,664 Ch.2 $20,705 Chapter 1 $21,798 Drug Free Schools	1,643 (parents)	$10.75 (per parent) $36.62 (Total for all programs)	Rating based on dropout rate, retention, grades, attendence, & discipline
Middle School Fellows Program (6-8)	[+]	$25,708	44 (staff)	$135	Rating based on written comments offered by participants
Multicultural/Special (Pre-K-12) Purpose Buses	+	$11,000	10,208	$1.00	Rating based on user survey
Prekindergarten (Pre-K) Supplements	+	$123,834	114	$209	Rating based on PPVT-R & TVIP gains from pre- to posttest
Private Schools (Pre-K-12)	+	$19,803	3,039	$6.17	Based on rating of purchases
Reading Recovery Teacher Leader Training	[+]	$57,062	1 (staff)	$57,062*	Rating based on interview with participants
Secondary Library (6-12) Technology Support	+	$18,280	21,937	$0.80	Rating based on staff survey
Spanish Academy	+	$32,899	295 (staff)	$112	Based on course evaluation by participants
Student Alcohol and Drug Abuse Education and Prevention Program (5-12)	+	$20,579 Ch.2 $94,433 Drug-Free Schools	2,488	$8.27 $46.23 (Total for all programs)	Rating based on staff and student survey
Technology Learning Center at Johnston High	(9-12)	$16,534	1,723	$9.60	No assessment conducted
Using Technology for Access to Problem Solving	(8)	No funds received	4,921	0	Chapter 2 Discretionary project; No assessment conducted
Wicat Computer Lab at Blanton Elementary	(Pre-K-6) +	$17,133	481	$35.62	Rating based on teacher survey

* Training of this teacher was in Fort Worth for work within AISD during the 1993-94 school year.

Note: Cost/effect (cost per student for 1 month gain in achievement) was not presented because achievement test scores were not available.

Rating is expressed as contributing to any of the five AISD strategic objectives.

+	*Positive*, needs to be maintained or expanded
0	*Not significant*, needs to be improved and modified
-	*Negative*, needs major modification or replacement
Blank	*Unknown*
[ ]	Rating based on self-evaluation by participants only. In the absence of student performance results, self-evaluation must be interpreted with caution

Cost is the expense over the regular District per student expenditure of about $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student

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OPEN LETTER

In 1992-93, 14 programs were funded by Chapter 2 Formula. Ten of the programs were allocated less than $50,000; seven of the programs were allocated just at or less than $25,000. The resources allocated to evaluate these 14 programs permitted only a superficial evaluation of the programs. Collaborative evaluation with other funding sources helps tp maximize resources and evaluation information, but a decision must be made to disburse Chapter 2 funds to fewer programs or to increase the funding for evaluation. Alternatively, evaluation efforts could be concentrated on fewer programs.

The annual needs assessment, which is conducted to obtain opinions from parents, teachers, and administrators about how Chapter 2 Formula funds should be spent, could indicate a possible future direction. On the 1993-94 needs assessment, all three groups ranked programs helping at-risk students as the most needed use of Chapter 2 funds. Continued funding of programs for students at risk of failing or dropping out of school is critical. While the District's dropout rate continues to decline, it is still unacceptable by TEA's Academic Excellence Indicator System (AEIS). Programs designed to meet the needs of at-risk students must be supported financially in order to decrease AISD's dropout rate further.

It is important to continue using Chapter 2 Formula funds for programs which have proven effective in AISD or in other school districts while still searching for sound, innovative programs to fund in the future. For example, AISD continues to allocate Chapter 2 Formula funds to Pre-K Supplements (supplementing half-day prekindergarten programs to full-day programs) because the program has been effective in increasing student achievement. Replicating programs which have been successfully implemented elsewhere suggests a greater likelihood of successful implementation within AISD.

In sum, Chapter 2 Formula funds need to be targeted to the areas of greatest need and directed toward programs for which there is a reasonable expectation of their being effective. The evaluation of fewer programs will yield more valuable information for decision makers.

CHAPTER 2 FORMULA
1992-93 FINAL REPORT

INTRODUCTION

Chapter 2 Formula provides federal funds to states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by Public Law 100-297 in 1988. Chapter 2 as amended is intended to contribute to the improvement of elementary (including preschool) and secondary educational programs in both public and private, nonprofit schools. According to Public Law 100-297, Chapter 2, Section 1501, the purpose of Chapter 2 programs is to:

1. Provide initial funding to enable state and local educational agencies to implement promising educational programs that can be supported by state and local sources of funding after the programs have been demonstrated effective;

2. Provide a continuing source of innovation, educational improvement, and support for library and instructional materials;

3. Meet the special educational needs of at-risk and high-cost students (as described in the law);

4. Enhance the quality of teaching and learning through initiating and expanding effective schools programs; and

5. Allow the state agency and local educational agencies to meet their educational needs and priorities for targeted assistance.

A school district receiving Chapter 2 Formula funds must use those funds to **supplement** and, to the extent practical, increase the level of funds that would be made available in the absence of Chapter 2 Formula funds. Federal funds may not be used to **supplant** local funds. School districts may use Chapter 2 Formula funds to expand existing programs and/or add new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state and local funding sources. **In no case, however, may a school district supplant local funds by replacing local funds with Chapter 2 Formula funds.**

States earn Chapter 2 Formula funds based on their school-aged population. States, in turn, allocate at least 80% of these funds to local school districts based on a formula computed on enrollment and high-cost students. AISD's 1992-93 allocation, based on an enrollment of 69,440, was $426,390. Chapter 2 funds can support one or more programs in certain targeted assistance areas. The assistance areas and the 1992-93 AISD programs in each area are shown below.

ASSISTANCE AREA	1992-93 AISD PROGRAMS	ALLOCATION
Programs to meet the educational needs of students at risk of failure in school or of dropping out and students for whom providing an education entails higher than average costs	• Student Alcohol/Drug Education and Prevention Program • Teacher assistant to operate the Wicat Computer Lab at Blanton Elementary • Teacher assistant to operate the Technology Learning Center at Johnston High School	$20,579* $17,133 $16,534
Programs for the acquisition and use of instructional and educational materials, including library books, reference materials, computer software and hardware for instructional use, and other curricular materials that would be used to improve the quality of instruction	• Library Resources • Secondary Library Technology Support	$43,950 $18,280
Innovative programs designed to carry out schoolwide improvements, including the effective schools programs	• None funded in 1992-93	$0
Programs of training and professional development to enhance the knowledge and skills of educational personnel, including teachers, librarians, school counselors and other pupil services personnel, administrators, and school board members	• Spanish Academy • Middle Schools Fellows Program	$32,899 $25,708
Programs designed to enhance personal excellence of students and student achievement, including instruction in ethics, performing and creative arts, humanities, activities in physical fitness and comprehensive health education, and participation in community service projects	• Academic Decathlon	$41,747
Other innovative projects which would enhance the educational program and climate of the school, including programs for gifted and talented students, technology education programs, early childhood education programs, community education, and programs for youth suicide prevention	• Prekindergarten Supplements • Multicultural/Special Purpose Buses • MegaSkills	$123,834 $ 11,000 $17,664*
Programs of training to enhance the ability of teachers and school counselors to identify students with reading-related problems that place those students at risk for illiteracy in their adult years	• Reading Recovery Teacher Leader Training	$57,062

* These programs received additional funds from the Chapter 1 and Drug-Free Schools programs.

For more information on Chapter 2 Formula refer to the following ORE publications:

FEEDBACK: What is Chapter 2 Formula? (Publication No. 92.08)
FEEDBACK: Chapter 2 Formula in 1991-92 (Publication No. 92.16)

ACADEMIC DECATHLON

The majority of high school teachers and administrators surveyed believed that the Academic Decathlon benefitted participants and the District and was an effective way to promote academic excellence.

DESCRIPTION

The Academic Decathlon is a national scholastic competition designed to challenge the academic abilities of students from all performance levels. Participation in the competition is designed to enhance personal excellence of students and student achievement. The 1992-93 school year marked AISD's fifth year of participation, with 70 students from nine high schools involved. Each team consisted of up to nine full-time students from the eleventh and/or twelfth grades of the same high school. A full-time student was defined as a student enrolled in four or more class periods a day. Each team was made up of students of varying academic performance levels, up to three from each of the following categories.

GRADE POINT AVERAGE	COMPETITION LEVEL
3.75-4.00	Honor
3.00-3.74	Scholastic
0.00-2.99	Varsity

Contestants could compete in a higher division than their own grade point average category, but not in a lower category. Students in each category competed only against students in that category.

The competition included 10 events--mathematics, science, economics, language and literature, fine arts, social science, speech, interview, essay, and Super Quiz. Each team member competes in every area, with medals, gold, silver, and bronze, awarded for individual events. There were also team awards in the Super Quiz and for overall ranking.

For the 1992-93 school year, Chapter 2 Formula allocated $41,747 to the Academic Decathlon for coach stipends, substitutes, reproduction, materials, travel, registration fees, and other program support. A total of $34,102 was expended, which amounted to $487 per participant or alternate on the teams.

IMPLEMENTATION

During the 1992-93 school year, nine AISD high schools participated in the Academic Decathlon (all but Travis). Students were recruited for the Academic Decathlon through an open invitation to the student body, enrollment in selected elective courses, or by nomination of content-area teachers. A speech or humanities elective that incorporated some of the Academic Decathlon material was offered at seven of the nine participating high schools during the fall 1992 semester.

Participation on the part of the students was voluntary, and in order to compete for AISD, team members had to meet all University Inter-Scholastic League (UIL) standards.

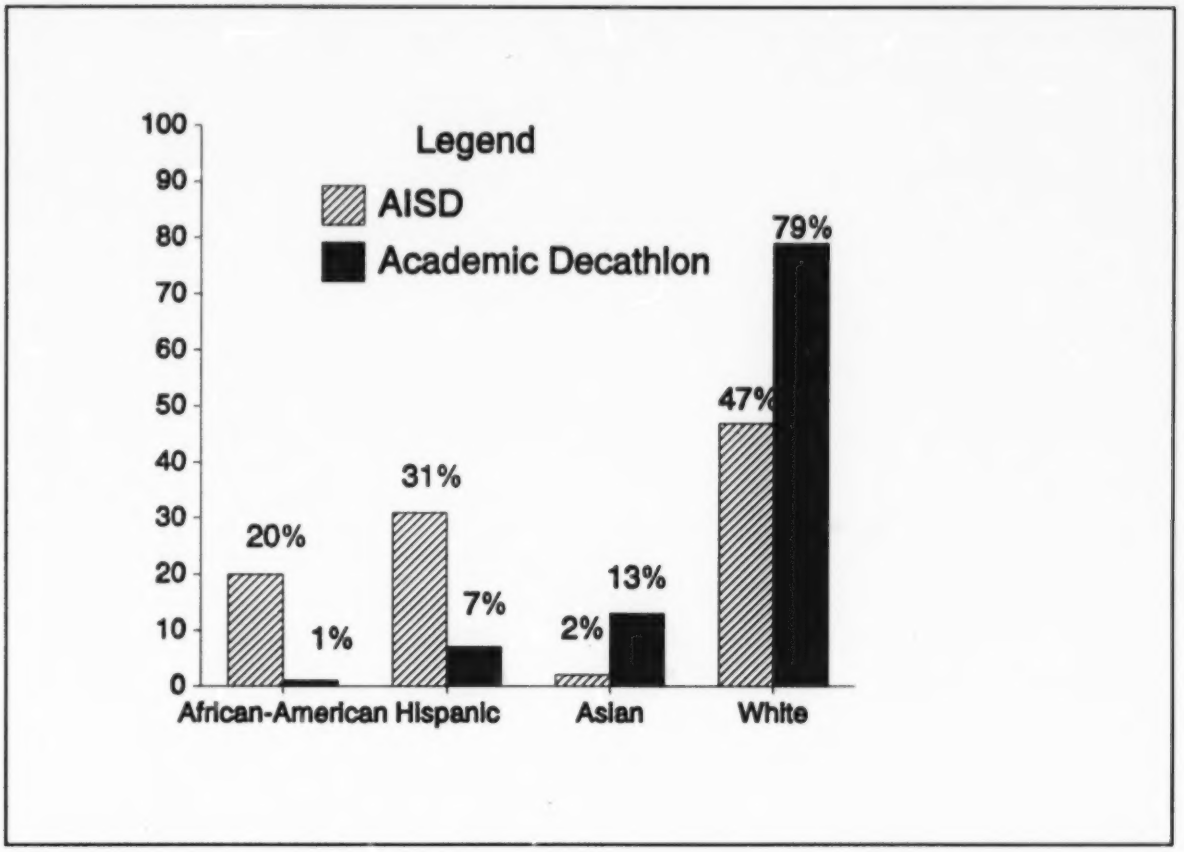
CHARACTERISTICS OF TEAM MEMBERS

In 1992-93, 70 students attended the regional meet in Temple as participants or observers (who may serve as alternates if needed). Of the students who competed in the Decathlon:

- 31% were in 11th grade, and 69% were in 12th grade;
- 46% were male, and 54% were female; and
- 13% were Asian, 1% were African-American, 7% were Hispanic, and 79% were White.

As it has been the past five years, African-American and Hispanic students were underrepresented and Asian and White students were overrepresented compared to their respective proportions in AISD's overall high school membership (see Figure 1).

FIGURE 1
ETHNICITY OF 1992-93 ACADEMIC DECATHLON PARTICIPANTS COMPARED TO ALL STUDENTS IN AISD HIGH SCHOOLS



TEAM RANKINGS

Three of the nine AISD teams placed in the top ten of the 21 teams participating in the January 1993 tournament. Overall, the teams ranked from fifth to twentieth place. Of the nine AISD teams that participated in the Academic Decathlon in both 1991-92 and 1992-93, four teams improved their ranking by one to five places, and five teams dropped from one to ten places.

MEDALS WON

Effectiveness was not measured by medals earned for two reasons: (1) each participant was simply asked to do his or her best, and (2) participation has other benefits in addition to medals. However, examining individual medals provides interesting information. AISD students represented 38% of the participating Academic Decathletes in Region V and won 32 (23%) of the 137 medals

awarded. These medals included 7 gold, 11 silver, and 13 bronze, and were won by 22 AISD students, who were awarded from one to four medals each. Comparisons with the three previous school years, 1989-90 through 1991-92, are shown below.

	1989-90	1990-91	1991-92	1992-93
Percent of Decathletes	36	43	36	38
Percent of Medals	20	37	33	23

The percent of medals awarded in 1992-93 declined from the two previous years but exceeded the percent earned three years ago (1989-90). A four year comparison of medals won is shown in figure 2, and the four-year total of medals won is shown in Figure 3.

FIGURE 2
FOUR-YEAR COMPARISON OF MEDALS WON IN THE ACADEMIC DECATHLON

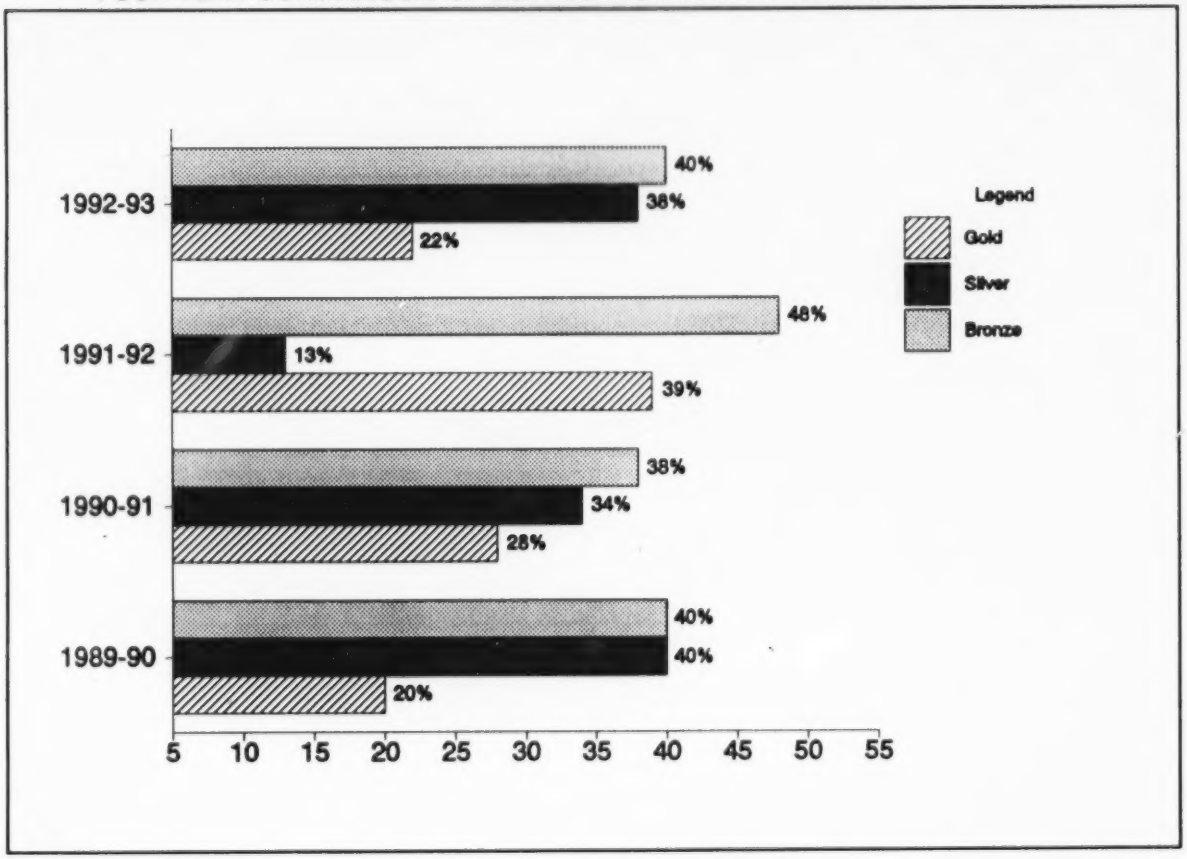
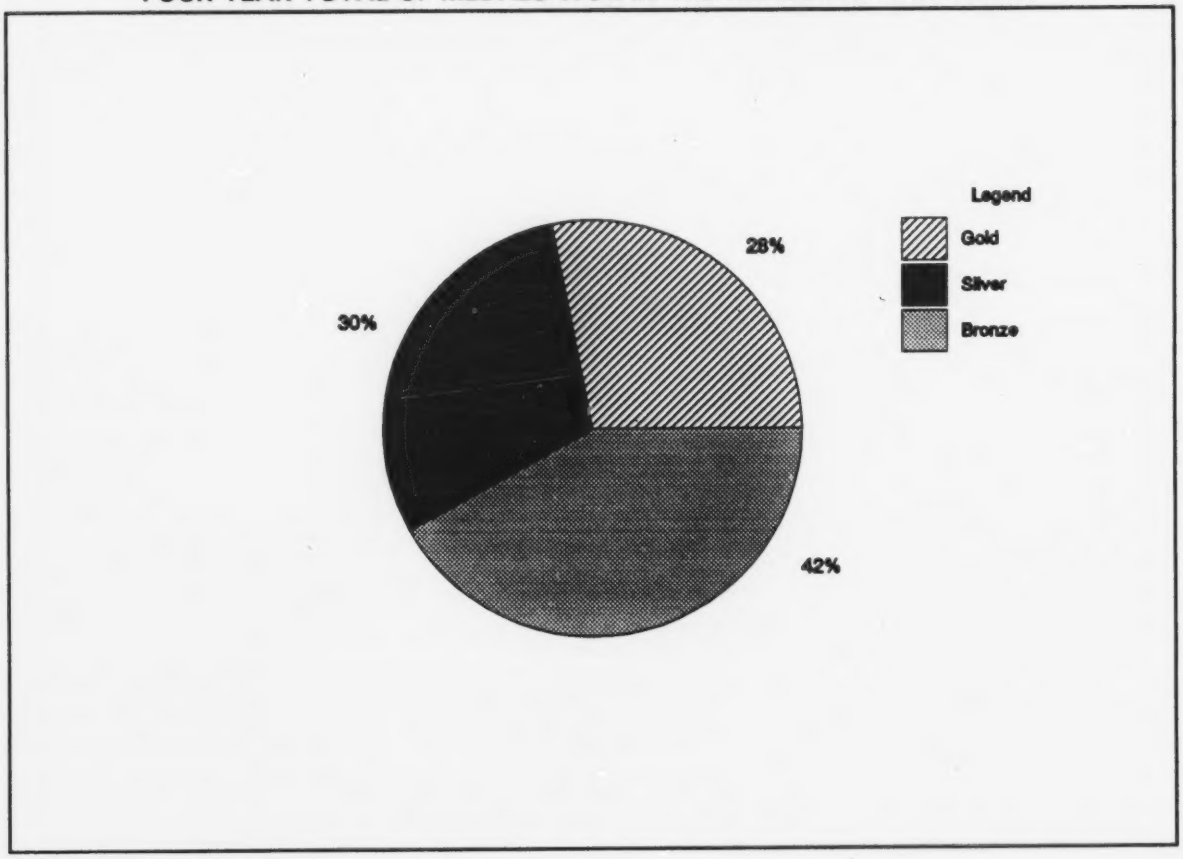


FIGURE 3
FOUR-YEAR TOTAL OF MEDALS WON IN THE ACADEMIC DECATHLON



LIBRARY RESOURCES

Most (97%) of the librarians and administrators surveyed agreed that the library resources purchased with Chapter 2 Formula funds were useful. The cost per student was less than $1.00.

UTILIZATION

Chapter 2 Formula allocated $43,950 for the purchase of library resources for elementary and secondary campuses for the purpose of improving the quality of instruction. Elementary schools were allocated $350 dollars each, the amount based on recommendations from the executive director of curriculum and programs and the director of special projects. Middle school/junior high and senior high campuses were allocated $500 each. Robbins Secondary School and the Alternative Learning Center were allocated $250 each. Expenditures per grade level and cost per student are presented in Figure 4.

FIGURE 4
CHAPTER 2 FORMULA EXPENDITURES FOR LIBRARY RESOURCES, 1992-93

GRADE LEVEL (ENROLLMENT)	# SCHOOLS PARTICIPATING	EXPENDITURES	COST PER STUDENT
Elementary (39,025)	65	$22,338	$0.57
Middle/Jr. High (14,047)	14	$ 6,319	$0.45
High School* (16,368)	12	$13,357	$0.82
TOTAL (69,440)	**91**	**$42,014**	**$0.61**

* Includes Robbins and the Alternative Learning Center (ALC)

Elementary schools received a total allocation of $23,450. Materials ordered included:

- Books,
- Dictionaries,
- Thesauruses,
- Software,
- Globes,
- Maps and atlases,
- Library reference software,
- Video cassettes,
- Filmstrips, and
- Card kits to catalogue materials purchased.

Secondary schools received a total allocation of $12,000 ($500 per school). Materials ordered by middle and junior high schools included:

- Books,
- Dictionaries,
- Encyclopedias,
- CD ROM discs,
- Video cassettes,
- Filmstrips, and
- Kits to catalogue materials purchased.

High schools ordered the following:

- Books,
- Atlases,
- Thesauruses,
- Video cassettes, and
- CD ROM discs.

All materials purchased with Chapter 2 Formula funds were to be catalogued and circulated from the library.

EFFECTIVENESS

The ORE coordinated survey directed two items to staff concerning library resources.

- Most (58%) of the teachers, librarians and administrators responded that the librarian made the decisions concerning library purchases made with Chapter 2 Formula funds. A total of 19% responded that the principal was responsible for making the decisions.

- Most (97%) teachers, administrators, and librarians strongly agreed or agreed that the new library resources purchased with Chapter 2 Formula funds this year were useful.

MEGASKILLS

In the 1992-93 school year, 98% of the parents attending MegaSkills workshops indicated that they enjoyed participating in the workshop, and 95% believed that it would help them with their children. High school aged children of program particiants improved grades, and did not drop out of school, while middle school and elementary students had lower discipline rates compared to District.

PROGRAM DESCRIPTION

The MegaSkills program, developed by Dr. Dorothy Rich, founder and president of the Home and School Institute, a non-profit educational institution in Washington, D.C., consists of a series of five to eight parenting workshops that focus on skills which students need to succeed in school. These skills include the following:

- ✓ Confidence,
- ✓ Motivation,
- ✓ Effort,
- ✓ Responsibility,
- ✓ Initiative,
- ✓ Perseverance,
- ✓ Caring,
- ✓ Teamwork,
- ✓ Common sense, and
- ✓ Problem solving.

Each workshop includes information sharing, large and small group discussions, and demonstrations or hands-on activities (called "recipes") which can then be reproduced at home with children. The recipes emphasized developing the students' refusal skills so that they can effectively abstain from using drugs and alcohol.

PARENTS SERVED

AISD teachers and staff who volunteered to become MegaSkills leaders led the parenting workshops. Each MegaSkills leader received 12 hours of training during the school year from AISD/Project A+ personnel who have been certified by the Home and School Institute. A total of 103 MegaSkills trainers from 32 schools led the workshops in the 1992-93 school year (see Figure 5).

Program records from the MegaSkills workshops were not accurate enough to determine the exact number of parent participants (several schools did not submit program records). A total of 30 elementary schools, one middle school, and one junior high school returned reports from the MegaSkills workshops. Each school was required to offer a minimum of five workshops throughout the 1992-93 school year. The participating schools offered between five and 16 workshops. Program records indicated that as many as 40 parents attended each workshop. Attendance records documented that 1,643 parents participated in the MegaSkills workshops. The program facilitator estimated that an additional 1,000 parents attended at least one workshop.

COST

MegaSkills was funded partly with $17,664 from Chapter 2 Formula. Drug-Free Schools (DFS) contributed $21,798 and Chapter 1 contributed $20,705. The total cost per (documented) parent participant was $36.62 per parent per workshop (this includes Chapter 2, Drug Free Schools, and Chapter 1 funding). Chapter 2 Formula cost was $10.75 per parent per workshop.

EVALUATION BY PROGRAM PARTICIPANTS

Following each MegaSkills workshop, parent participants completed surveys developed by ORE. A total of 1,643 ORE surveys were returned. Because not all the schools which held workshops distributed surveys, not all parent participants completed surveys. In addition, not all schools used the ORE survey; some schools used other forms. A total of three forms were used to evaluate the MegaSkills workshops, with 135 participants completing a non-ORE form. Parent participants returning ORE surveys indicated:

- I enjoyed participating in the workshop (98%).
- The leaders of the workshops were informed and insightful (98%).
- The content of this workshop was relevant (96%).
- I gained new information during this workshop (88%).
- Receiving this training will help me work better with my child (95%).
- I would recommend MegaSkills workshops to others (96%).

FIGURE 5
MEGASKILLS TRAINERS, 1992-93

SCHOOL	NUMBER OF TRAINERS
Andrews Elementary	2
Blackshear Elementary	5
Blanton Elementary	1
Brentwood Elementary	3
Brooke Elementary	4
Cook Elementary	4
Cunningham Elementary	1
Davis Elementary	1
Dawson Elementary	1
Doss Elementary	5
Govalle Elementary	1
Highland Park Elementary	4
Hill Elementary	2
Houston Elementary	1
Jordon Elementary	4
Kiker Elementary	5
Lee Elementary	2
Linder Elementary	3
Maplewood Elementary	4
Mathews Elementary	3
Norman Elementary	3
Oak Springs Elementary	3
Pillow Elementary	3
Ridgetop Elementary	4
St. Elmo Elementary	6
Sanchez Elementary	9
Sims Elementary	1
Walnut Creek Elementary	4
Williams Elementary	3
Wooldridge Elementary	7
Covington Middle School	2
Martin Junior High	2
TOTAL	103

CHILDREN OF MEGASKILLS PARTICIPANTS

From the attendance rosters which were completed and turned in to ORE, 643 children of MegaSkills participants were identified as district students. Of the students identified, 557 were enrolled in elementary grades during the 1992-93 school year, 63 were middle/junior high school students, and the remaining 23 attended high school. Academic and demographic characteristics of these students are presented in Figure 6.

FIGURE 6
DESCRIPTION OF CHILDREN OF MEGASKILLS PARTICIPANTS, 1992-93

Grade Level	Sex	Ethnicity	Low Income	Overage for grade	LEP	Special Education	Gifted/ Talented	At-Risk
Elementary (N=557)	55% Male 45% Female	21% Black 35% Hispanic 44% Other	55%	10%	14%	9%	7%	31%
Middle/ Junior High (N=63)	48% Male 52% Female	29% Black 48% Hispanic 24% Other	68%	25%	8%	10%	27%	30%
Senior High (N=23)	52% Male 48% Female	35% Black 35% Hispanic 30% Other	48%	30%	4%	22%	17%	48%

MEASURES OF PROGRAM EFFECT ON STUDENTS

GENESYS was used to examine achievement, attendance, discipline, and retention data for the group of students in the ORE database. This analysis is presented in the next table.

Though children of MegaSkills participants attended school less frequently in 1992-93 than they had in 1991-92, the elementary and high school students still attended as often or nearly as often as their peers. At all levels of schooling, the students of program participants were retained less often than other AISD students.

Elementary students of program participants had fewer discipline referrals than other elementary students. Whether the program was responsible for this change is debatable, as these students had equally few referrals during the previous school year.

The group of middle/junior high school students of MegaSkills participants had a higher dropout rate than other AISD students in those grades and higher than would have been predicted, given their at-risk characteristics. These middle/junior high school students also had more discipline referrals than they had in the previous year, though fewer than the District average.

Analyses of the small group of high school students whose parents attended one or more MegaSkills workshops indicated none of the students dropped out of school during the 1992-93 year. This was significant, as at least two of the students from this group had been predicted to drop out, given their academic and social history. In this same group, grades improved over the previous year, with the group average being higher than the District high school average. These students did have more disciplinary referrals than they had tallied in the previous year, and they had a far higher discipline rate during the spring semester than the District average for other high school students.

EFFECTIVENESS OF MEGASKILLS PROGRAM, 1992-93

PROGRAM EFFECTIVENESS	Elementary		Middle/Junior High School		High School	
DROPOUTS						
Compared to District	n/a		-		+	
Compared to predicted levels	n/a		-		+	
RETENTION						
Compared to District	+		+		+	
GRADES	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Compared to District	n/a	n/a	+	-	+	+
Compared to themselves, 1991-92	n/a	n/a	+	-	+	+
ATTENDANCE						
Compared to District	-	+	-	-	+	+
Compared to themselves, 1991-92	-	-	-	-	-	-
DISCIPLINE						
Compared to District	+	+	+	+	+	-
Compared to themselves, 1991-92	=	=	-	-	-	-

+ Did better than the criterion
= Did as well as the criterion
- Did worse than the criterion
n/a Values were not calculated for the grade range

SPECIAL RECOGNITION

A total of 230 Austin-area MegaSkills volunteers were recognized in the fall of the 1992-93 school year as the 957th "Point of Light" from President Bush's "Thousand Points of Light" award which acknowledged community service and exemplary leadership.

For more information about this program and its effectiveness, see Piecing Together An Integrated Approach To Drug-Free Schools: 1992-93 Final Report (ORE Publication Number 92.36) and Chapter 1/ Chapter 1 Migrant: Evaluation Findings 1992-93 (ORE Publication Number 92.03).

MIDDLE SCHOOL FELLOWS PROGRAM

Middle School Fellows Program participants were pleased with the program and expressed the desire to continue meeting during the 1993-94 school year.

PROGRAM DESCRIPTION

The Middle School Fellows Program (MSFP) is designed to improve student performance at the middle school level. Headed by the Associate Superintendent of Curriculum Support Services, representatives from each middle school (the principal and two others) met each month during the 1992-93 school year. Middle school representatives from the central office and the business community, invited by the Associate Superintendent of Curriculum Support Services, participated in the monthly meetings. The objectives of the MSFP were:

- To acquire knowledge on which to base middle school improvement (especially in mathematics and achievement),
- To grow professionally as individuals,
- To form collegial relationships both within and outside the school, and
- To develop a school transition plan for continuous improvement.

The monthly seminars included such topics as:

- Implementing the middle school concept,
- Young adolescent needs,
- Interdisciplinary curriculum,
- Academic teams,
- Higher-order thinking skills,
- Restructuring models, such as Quality Schools, Accelerated Schools, Professional Schools, and Developmental Schools,
- Middle school teacher preparation,
- Middle school mathematics, and
- Change theory.

The meetings also addressed methods of analyzing and using data for decision making.

PARTICIPANTS/STUDENTS SERVED

Of the 14 middle/junior high schools in AISD during the 1992-93 school year, 10 chose to participate in the program. Bailey, a new middle school scheduled to open in September 1993, also participated (see Figure 6).

FIGURE 6
PARTICIPANTS IN THE MIDDLE SCHOOL FELLOWS PROGRAM, 1992-93

PARTICIPANT	STUDENT ENROLLMENT (as of 1/93)	NUMBER OF PARTICIPANTS
Bailey Middle School	NA	3
Bedichek Middle School	1,157	4
Burnet Middle School	950	3
Covington Middle School	1,369	4
Martin Junior High School	690	3
Murchison Middle School	978	3
O. Henry Middle School	856	3
Porter Middle School	1,201	3
Pearce Middle School	900	2
Webb Middle School	717	3
Community/Business	NA	3
ACCPTA*	NA	3
Central Administrators	NA	7
TOTAL	**7,936**	**44**

* Austin City Council Parent-Teachers Association

NA = not applicable; no students

A total of 44 participants were involved in the MSFP, which had a budgetary allotment of $25,708. Overall, $5,949 was expended at a cost of $135 per participant. Chapter 2 funded supplies, 10 books for each participant, and one teacher substitute (so a teacher could attend a meeting). Each school paid for all other substitutes hired so that teachers could attend the meetings.

A total of 7,963 students were served, though indirectly by the staff who were trained, by the MSFP in the 1992-93 school year at a cost of $0.75 per student.

SELF-EVALUATION BY PROGRAM PARTICIPANTS

Of the 10 participating schools, staff from seven evaluated their experience in summaries (as requested by the Associate Superintendent of Curriculum Support Services) which were submitted at the final meeting of the MSFP in May 1993 (staff from the three other schools did not attend the final meeting). Comments from these summaries include the following.

> At Covington we have begun the process of change this year through monthly professional development meetings. Some of the topics that were presented and discussed were Section 504, teacher mindsets, gifted and talented, block scheduling, cooperative learning, and mastery learning.
>
> Burnet Middle School is proud to say that we implemented a very successful transition program for our incoming sixth graders.
>
> The literature we have received has helped us speak intelligently to our staff about the benefits of change and the programs to help us get where we want to be.
>
> Our participation in this program helped us in presenting the accelerated school program to our faculty, staff, and community for adoption. In addition, we were better able as a result of this fellowship, to refine our Campus Improvement Plan, focusing on the needs of our instructional program.
>
> For the 1993-94 school year, our faculty and staff have made a full commitment to implement the best practices learned from data/research made available to us. Parents and teachers have been empowered to work for the total commitment of the school. We are excited about the coming year, and know that through the Middle School Fellows Program we have gained valuable information to implement the best practices that are available to us.
>
> We involved the entire staff in writing our Campus Improvement Plan. A study group has been formed for next year. The materials from this program and others will be reviewed and discussed.
>
> We are trying to use our staff expertise to help each academic area support one another. For example, our reading teachers will help our math teachers with strategies in getting students to understand how to decode word problems.
>
> This fellowship provided us with research and data which helped us evaluate our present campus performance, climate, achievement, etc. It also permitted us to explore new possibilities for improving and expanding our present programs.
>
> We found the fellowship to be one of the most worthwhile experiences we've encountered in our professional careers.

Participants were pleased with the MSFP and expressed the desire to continue meeting during the 1993-94 school year. Other than participant self-evaluation, however, there were no measures of program effectiveness.

MULTICULTURAL/SPECIAL PURPOSE BUSES

Most (79%) of the trip sponsors said the activity for which they used the bus would not have been possible without the provision of the multicultural/special purpose buses. The cost per passenger was $1.00.

SERVICES PROVIDED

Chapter 2 Formula allocated funds to provide bus transportation for students and parents to multicultural and community events, school-based activities, and special trips. Chapter 2 paid $11,000 for a total of 230 bus trips in 1992-93. Most trips were requested by elementary schools, with secondary schools only requesting nine. These trips were coordinated through the Office of School-Community Services.

At an estimated 45 students per bus, 10,118 students were served overall. In addition, 90 school faculty and parents took three bus trips. The Chapter 2 Formula cost per passenger was $1.00 (see Figure 7).

FIGURE 7
MULTICULTURAL/SPECIAL PURPOSE BUS USE

Level	Number of Buses	Number of Passengers	Cost
Elementary Schools	218	9,775	$9,564
Middle/Junior High Schools	6	266	$266
High Schools	3	77	$130
Other	3	90	$222
TOTAL	230	10,208	$10,182

Some of the most frequently reported uses of this service were for trips to:

- The University of Texas (52): Huntington Art Building, LBJ Library, and Performing Arts Center,
- Other schools (50): for interschool activities, multicultural activities, and school orientations,
- Paramount Theater (11),
- Givens Recreation Center (7),
- State buildings (5): the Capitol Building, the LBJ Office Building, and
- Children's Art Museum (4).

Other destinations included the Austin American Statesman facilities, McKinney State Park, Zilker Park, Wells Branch Homestead, Burger Center, Sea World, H.E.B., and nursing homes.

According to trip sponsors who returned a user survey, 41% of the trips were for multicultural activities. Interschool activities accounted for 27% of the trips, dropout prevention activities 14%, parent involvement activities 7%, and 11% other activities.

EFFECTIVENESS

The Office of Research and Evaluation administered a user survey through School-Community Services to all

trip sponsors throughout the school year. A total of 150 surveys were sent out, and 96 were returned, for a return rate of 64%. Results of these surveys showed that:

- Most (76%) thought that the buses improved multicultural awareness; 4% were neutral, 5% disagreed, and 15% did not use the service for this purpose (N=96).

- Less than half (36%) of the respondents agreed that the service increased parent involvement; 19% were neutral, 3% disagreed, and 42% did not use the service for this purpose (N=90).

- Most (72%) said that the buses provided have a positive impact in terms of dropout prevention; 11% were neutral, 5% disagreed, and 12% did not use the buses for this purpose (N=89).

Trip sponsors were asked how important it was to have these buses provided for their school activities. Most of them (79%) said that this particular activity would not have been possible without the provision of the buses; a small percentage (19%) said that the activity may or may not have been possible without the provision of these buses. Only a few (2%) said that the activity could have occurred if the buses had not been provided.

PREKINDERGARTEN SUPPLEMENTS

During the 1992-93 school year, the Peabody Picture Vocabulary Test-Revised was administered. At all levels of delivery, AISD prekindergarten students showed gains from pre- to posttest.

DESCRIPTION

Full-day prekindergarten classes for low-achieving students have been federally funded in AISD since 1978-79. In 1985-86, Texas House Bill 72 mandated half-day prekindergarten classes for limited-English-proficient (LEP) and low-income students. At that time, Chapter 1 began to fund an additional half day to provide full-day programs at qualifying campuses. In 1987-88, Chapter 2 Formula also began to supplement half-day programs to full-day programs. During 1992-93, Chapter 2 Formula allocated $123,834 to provide an extra half day for **seven classes on two campuses** (two low-income classes and one bilingual class at Blanton Elementary, and two bilingual classes, one low-income class, and one English as a Second Language class at Travis Heights Elementary). A total of 114 students attended these prekindergarten classes, for a Chapter 2 Formula allocation of $209 per student. Of these students:

- 68% were Hispanic, 20% were African-American, and 13% were Other;
- 60% were female, and 40% were male; and
- 37% were LEP students, and 63% were non-LEP students.

Ethnicity, sex, and language dominance for prekindergarten students in each school are shown in Figure 8.

FIGURE 8
ETHNICITY OF CHAPTER 2 PREKINDERGARTEN STUDENTS, 1992-93

School	Number of Students	Sex		Ethnicity			Limited English Proficient	
		Males	Females	Black	Hispanic	Other	LEP	Non-LEP
Blanton	62	42%	58%	42%	48%	10%	31%	69%
Travis Heights	82	38%	62%	4%	80%	16%	37%	63%
TOTAL	**114**	**40%**	**60%**	**20%**	**67%**	**13%**	**34%**	**66%**

EFFECTIVENESS

Peabody Achievement Gains

The Peabody Picture Vocabulary Test-Revised (PPVT-R) in English and the Test de Vocabulario en Imagenes Peabody in Spanish (TVIP) are nationally normed, individually administered tests of receptive vocabulary. AISD prekindergarten students were pretested in the fall of 1992 and posttested in the spring of 1993 to measure gains. Gains are noted only for those prekindergarten students administered both the pretest and posttest. Both the PPVT-R and the TVIP are administered to students registered as Limited English Proficient (LEP). Those prekindergarten students not registered as LEP are administered the PPVT-R only. For LEP students, during both pre- and posttest administrations, the PPVT-R is administered first followed by the TVIP. In the 1991-92 school year, a new test, the Bracken Basic Concept Scale (BBCS), was administered. This year, the District reverted to the PPVT-R.

At all levels of delivery, half- and full-day classes, AISD prekindergarten students showed gains from pre- to posttest (see Figure 9). The AISD LEP half-day had the highest gains, followed by Chapter 2 full-day LEP; the mean gain for LEP programs was 14.4. The least gains were made by Chapter 2 full-day low income and AISD half-day low income; the mean gain for low-income programs was 10.8. The mean gain for all levels of service was 12.6. By design of the norms, the national average gain in standard scores is zero. Both AISD students served by Chapter 2 and those not served by Chapter 2 exceeded the national average.

FIGURE 9
PEABODY PICTURE VOCABULARY TEST-REVISED, 1992-93
MEAN STANDARD SCORES AND GAINS
FULL-DAY VERSUS HALF-DAY PREKINDERGARTEN CLASSES

FUNDING SOURCE	TYPE OF CLASS	N	PRETEST SCORE	POSTTEST SCORE	GAIN
Chapter 2 Formula	**LEP Full-Day**	**27**	**39.0**	**53.1**	**14.1**
AISD	LEP Full-Day	284	41.2	52.5	11.3
AISD	LEP Half-Day	127	41.8	59.7	17.9
Chapter 2 Formula	**Low-Income Full-Day**	**51**	**78.0**	**88.8**	**10.8**
AISD	Low-Income Full-Day	677	75.9	87.6	11.7
AISD	Low-Income Half-Day	372	83.0	93.0	10.0

PRIVATE SCHOOLS

Private schools rated highly the effectiveness of the equipment, hardware, software, instructional materials, library resources, and staff development purchased with Chapter 2 funds.

ELIGIBILITY AND PARTICIPATION

Chapter 2 Formula funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries Nonpublic schools are contacted each spring to see if they want to participate during the upcoming school year. Applicants must meet a number of eligibility requirements relating to compliance with federal nondiscrimination laws and Texas Education Agency (TEA) administrative requirements. Funds are then allocated to approved applicants on a per-pupil basis for purchase of items approved by TEA. All purchases are made through AISD, and the District retains title to, and exercises administrative control of, all equipment and supplies. The 13 schools receiving funds in 1992-93 are listed in Figure 10.

FIGURE 10
PRIVATE SCHOOLS RECEIVING CHAPTER 2 FUNDS, 1992-93

PRIVATE SCHOOL	GRADE SPAN	ENROLLMENT	ALLOCATION
Austin Waldorf School	K-8	130	$1,014
Great Hills Christian School	K-12	337	2,029
Hope Lutheran School	EK-6	158	622
Kirby Hall School	K-12	140	980
Redeemer Lutheran School	K-6	273	1,941
Sacred Heart School	EK-6	207	1,352
St. Austin's School	K-8	234	1,623
St. Ignatius Martyr School	EK-8	255	1,690
St. Louis Catholic School	EK-8	438	2,961
St. Mary's Cathedral School	EK-6	256	1,521
St. Michael's Academy	9-12	206	1,555
St. Paul Lutheran School	EK-8	229	1,420
St. Theresa's School	EK-6	176	1,095
TOTAL		3039	$19,803

ALLOCATION

The allocation for private schools was $19,803 for the 1992-93 school year with total expenditures at $18,755. The amount allocated and expended in each category is in Figure 11.

FIGURE 11
ALLOCATION AND EXPENDITURE CHAPTER 2 FUNDS BY PRIVATE SCHOOLS, 1992-93

Category	Allocated	Expended	% of Total Expenditure
Library Resources	$ 8,011	$ 8,300	44%
Instructional Materials	7,077	6,328	34%
Equipment	2,390	2,348	13%
Computer Software	1,825	1,780	9%
Consultants	500	0.00	0
Total	19,803	18,756	100
Per Student	$ 6.52	$ 6.00	NA

UTILIZATION

Chapter 2 Formula funds were allocated to private schools in five categories. Examples of the expenditures are the following.

- Library Resources: books, encyclopedias, card catalog kits, and almanacs.
- Instructional Materials: biometric models, color probability spinner, number probability spinner, large number cubes, color cubes, wooden pattern blocks, patterns for pattern blocks, giant magnifiers, Unifix cubes, periodic table, magnetic demo kit, microscopes, Versatiles Perceptual Development Set for early years, Versatiles Beginning Math Set, posters, Set 'A' Eye Cue Puzzles, Set 'B' Eye Cue Puzzles, TIVY Learning Activity Game for Math, handboilers, magnetic models, energy ball, super microscope, and prepared slides.
- Equipment/Hardware: filmstrip projector, Looking Glass Writer, and Apple II adapter.
- Software: kits for NDN program, "Teaching Geography."

EFFECTIVENESS

Private School Survey

To meet TEA reporting requirements, private school administrators were surveyed concerning the number of students impacted and the perceived effectiveness of the purchases made with Chapter 2 Formula funds. Completed forms were returned by all 13 of the private schools. Results are shown in Figure 12.

FIGURE 12
EFFECTIVENESS OF PRIVATE SCHOOL EXPENDITURES, 1992-93

CATEGORY	NUMBER OF SCHOOLS USING	STUDENTS IMPACTED	EFFECTIVENESS (MEAN RATING)
Equipment/Hardware	7	992	4.3
Software	9	1271	4.2
Instructional Materials	5	738	4.6
Library Resources	12	2500	4.6
Staff Development	1	237	4.0

EFFECTIVENESS SCALE:

5=EXTREMELY EFFECTIVE
4=HIGHLY EFFECTIVE
3=MODERATELY EFFECTIVE
2=NOT VERY EFFECTIVE
1=INEFFECTIVE

Effectiveness was rated highly for all categories. Average ratings ranged from 4.0 to 4.6, with instructional materials and library resources both receiving the highest rating of 4.6.

Measuring Effectiveness

Private school administrators were asked to report what methods were used to measure the effectiveness of the programs supported by Chapter 2 Formula funds. Administrators responding to the survey (N=13) reported using from one to five methods to evaluate effectiveness. The most common method was a teacher survey (9 of 13). Any one or combination of the following were reported: teacher survey, grade point average, monitoring of use, student survey, teacher evaluation, test scores, librarian's evaluation, and parent survey.

READING RECOVERY TEACHER LEADER TRAINING

The two teachers who received training in the Reading Recovery Program believed that the training was effective.

PROGRAM DESCRIPTION

The Reading Recovery Program is an early intervention effort to reach those first-grade students who are having the most difficulty learning to read and to help them catch up before they fall into a pattern of school failure. The program was developed by New Zealand child psychologist and educator Marie M. Clay. It is based on the premise that early, high-quality help has the greatest potential for lasting impact and for reducing the need for continued compensatory help.

The program provides temporary help so that children can develop skills that help them to learn independently. Reading Recovery is a pull-out program that takes the child out of the classroom for 30 minutes each day for individual tutoring. During these lessons, students are taught how to solve problems using specific strategies such as self-monitoring, cross-checking, and predicting. The program emphasizes learning "how to" rather than memorizing any specific list of words.

An earlier literature review of pull-out programs by ORE (Douglas and Thomas, 1991) revealed pull-out programs to have been somewhat effective, but their effects were generally not large. Achievement results were mixed. Gains reported were diminished by a similar gain in the regular group. The research did point to teacher enthusiasm as a positive force in pull-out programs.

Reading Recovery does not depend on particular materials. Teachers use a wide range of books; no prescribed, step-by-step kits or sets of consumable materials are necessary. From a list of 500 books, the teacher selects material that suits the child's interest and need and is at a level for the child to read with success.

Initial training for teachers takes one academic year, but Reading Recovery teachers and Teacher Leaders (see below) begin to work with children immediately. In the year-long staff development program, teachers learn to observe children's behaviors, draw inferences from their observations, and make decisions based on that information. A key feature of the staff development program is the extensive use of a training site with one-way glass through which teachers watch each other and analyze the child and teacher interacting in various situations.

TEACHER TRAINING

Two teachers from the District were trained during the 1992-93 school year to become Reading Recovery Teacher Leaders, one funded by Chapter 2 and the other by Chapter 1. This full-time academic year teacher leader training program took place at Texas Woman's University in Denton, Texas. Instruction was provided by Dr. Billy Askew and Dr. Dianne Frasier in the Department of Reading and Bilingual Education. The training consisted of 18 hours of graduate level courses during the fall 1992 and spring 1993 semesters. Coursework provided training in the clinical, theoretical, and leadership aspects of the Reading Recovery Program.

In addition to the coursework, the two teachers in training were assigned to a school in the Ft. Worth school district, and each worked with four children in that district's Reading Recovery Program. During the 1993-94 school year, the two Teacher Leaders will train 24 AISD first grade teachers from 10 elementary schools (to be named at a later date) in the Reading Recovery Program.

FUNDING

Chapter 2 Formula funds were used to pay for the training of one of the Teacher Leaders. A total of $57,062 was allocated for this purpose. Funds were used for salary and benefits (FICA, health insurance, worker's compensation, and teacher retirement), tuition, supplies, furniture and apartment rentals, utilities, and travel expenses (to and from Austin, to the annual teacher leader training institute in Columbus, Ohio, the International Reading Association meeting in San Antonio, and to a Reading Recovery conference).

SELF-EVALUATION OF TRAINING BY PARTICIPANTS

In an ORE interview with the two teachers who received the Reading Recovery Training, both expressed that they thought the training was effective. Other than participant self-evaluation, however, there were no measures of program effectiveness.

SECONDARY LIBRARY TECHNOLOGY SUPPORT

Almost all (98%) teachers and administrators indicated that the new library resources purchased this year with Chapter 2 Formula funds were useful.

UTILIZATION

During the 1992-93 school year, Chapter 2 Formula provided funds for technology education. The funds were used to purchase equipment and databases for selected secondary school libraries. Eight high school and 10 middle school libraries were selected to receive materials. These schools ordered Compact Disc Read Only Memory players, CD ROM databases, CD ROM discs, and other computer equipment to assist CD ROMs. The storage capacity of the compact discs is immense, but the information stored on CD ROM discs cannot be changed. Therefore, they are useful to libraries as databases containing encyclopedias, dictionaries, directories, and indices.

Chapter 2 Formula allocated $18,280 for secondary library technology support for the 1992-93 school year. Purchases included CD ROM players for seven secondary schools and databases or CD ROM discs for 17 secondary schools. The schools receiving items purchased with Chapter 2 Formula funds are presented in Figure 13.

The CD ROM players, CD ROM discs, and databases were ordered in March 1993 and were received in the AISD Library Media Center in late May 1993. The equipment will be installed in the schools in August 1993, before the beginning of the 1993-94 school year.

DESCRIPTION OF PURCHASES

The CD ROM discs purchased included the following topics:

- World Atlas,
- Presidents,
- Granger's World of Poetry,
- Accelerated Reader Basic Starter Kit,
- Magazine article summaries,
- Newsbank (collection of current newspaper articles), and
- DISC LIT (literature index).

The databases ordered by AISD secondary schools included the following:

- Compton's Multimedia Encyclopedia (ordered for nine secondary schools),
- Information Finder (ordered for Martin Junior High School), and
- SIRS Combined Text and Index (ordered for Travis High School and Porter Middle School).

Chapter 2 Formula funds were also used to purchase an IBM CD ROM microcomputer and 85 MB (megabyte) hard drive for the Lamar Middle School library.

FIGURE 13
SECONDARY LIBRARY TECHNOLOGY SUPPORT PURCHASES
CHAPTER 2 FORMULA, 1992-93

SCHOOL	1992-93 ENROLLMENT (as of 1/93)	MATERIALS PURCHASED	
		CD ROM PLAYER	DATA BASE OR CD ROM DISCS
Burnet Middle School	950		✓
Fulmore Middle School	973		✓
Lamar Middle School	904	✓	✓
Martin Junior High	690		✓
Mendez Middle School	1,241		✓
Murchison Middle School	978		✓
O. Henry Middle School	856	✓	✓
Pearce Middle School	900		✓
Porter Middle School	1,201		✓
Webb Middle School	717		✓
Anderson High School	1,367	✓	✓
Austin High School	1,828	✓	✓
Bowie High School	2,287	✓	✓
Crockett High School	1,665	✓	✓
LBJ High School	1,313	✓	
McCallum High School	1,336		✓
Reagan High School	1,302		✓
Travis High School	1,429		✓
TOTAL	**21,937**	**7**	**17**

Expenditures for secondary library technology support totaled $17,546. The Chapter 2 Formula cost per student was $ .80.

EFFECTIVENESS

The ORE coordinated survey included items concerning Secondary Library Technology Support. Teachers and administrators in the schools receiving the technology responded to two questions, and librarians from the schools receiving the technology responded to two questions.

The teachers and administrators (combined) strongly agreed or agreed that:

- The new library resources purchased with Chapter 2 Formula funds this year were useful (98%).

Librarians were asked about library equipment purchased with Chapter 2 funds last year since the items were not received and put into use until the 1992-93 school year. Librarians strongly agreed or agreed that:

- The CD ROM player purchased through Chapter 2 Formula in 1991-92 was useful (84%).
- The CD ROM discs and databases purchased through Chapter 2 Formula in 1991-92 were useful (83%).

The responses from the librarians to all three survey items are presented in Figure 14.

FIGURE 14
SECONDARY TECHNOLOGY SUPPORT SURVEY RESPONSES FROM LIBRARIANS, 1992-93

Survey Item	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
The new library resources purchased this year were useful.	24	92%	4%	0	0	0	4%
The CD ROM player purchased in 1991-92 was useful.*	22	77%	14%	0	0	0	9%
The CD ROM discs and databases purchased in 1991-92 were useful.*	23	74%	13%	0	0	0	13%

* Librarians were asked about equipment purchased with 1991-92 Chapter 2 funds because the equipment for the 1992-93 school year had not been received at the time of the survey.

SPANISH ACADEMY

When evaluating the 1992-93 Spanish Academy, 100% of the students responded that they would continue taking Spanish Academy classes if given the opportunity. In addition, 87% of participants responded that the course helped them in communicating with Spanish-speaking students.

DESCRIPTION

The Spanish Academy offers courses in conversational Spanish to AISD employees through a continuing program designed to develop the language and foster an appreciation and understanding of Hispanic culture. The main goal is to improve the ability of staff to deal with students and parents who are Spanish speakers. Beginning, intermediate, and advanced classes are provided. Translation classes are also available when enrollment is sufficient. Classes are held Monday through Thursday. Classes meet for two hours once per week during the school year and twice per week during the four-week summer session (held in June).

Elementary teachers are eligible for Advanced Academic Training (AAT) credit for participating in the classes. All secondary-level teachers with at least one Hispanic limited- English-proficient (LEP) student enrolled in their classes are also eligible to receive AAT credit. A total of 16 class hours is required to receive AAT credit.

ENROLLMENT OF AISD PERSONNEL

The number of classes provided and the number of staff enrolled in 1992-93 is shown below in Figure 15. Total enrollment this year (295) was higher than in 1991-92 (213) but lower than in 1990-91 (364). The Chapter 2 Formula allocation of $32,899 amounted to $112 per staff member enrolled, down from $182 in 1991-92.

FIGURE 15
SPANISH ACADEMY ENROLLMENT, 1992-93

SEMESTER	NUMBER OF CLASSES	ENROLLMENT*
Summer 1992	6	65
Fall 1992	8	70
Spring 1993	14	160
1992-93 Total	**28**	295

* Includes students who attended one or more class.

Spanish Academy participants represented 19 different positions overall, with teachers most common. Other positions represented included assistant principal, instructional coordinator, teacher assistant, librarian, secretary, clerk, speech pathologist, case worker, associate school psychologist, counselor, and financial officer.

SUMMER 1993 SESSION

A total of seven classes (four beginning, two intermediate, and one advanced) were scheduled for the summer 1993 session, each to be held two days a week in the month of June. As of May 31, 1993, 60 staff members were enrolled.

EFFECTIVENESS

Effectiveness was measured using a course evaluation designed by ORE. The course evaluation form was distributed to participants at the end of the fall 1992 session and the end of the spring 1993 session. A total of 107 evaluation forms was returned for both semesters. Following the fall 1992 session, 38 (54%) forms were returned, and following the spring 1993 session, 71 (44%) forms were returned. Because of the low return rate, the significance of the responses was weakened and should be questioned.

Responses were generally quite positive and indicated the following.

A majority of the fall participants indicated that:

- The course helped them in communicating with Spanish-speaking students (92%), parents (72%), school staff (69%), and community members (72%).
- All aspects of the Spanish Academy classes should be maintained for future classes (97%).
- Discussions of Hispanic culture were useful (100%) and presentations made by the consultants were useful (100%).

A majority of the spring participants indicated that:

- The course helped them in communicating with Spanish-speaking students (84%), parents (67%), school staff (74%), and community members (67%).
- All aspects of the Spanish Academy classes should be maintained for future classes (94%).
- Discussions of Hispanic culture were useful (100%) and presentations made by the consultants were useful (95%).

FIGURE 16
SPANISH ACADEMY EVALUATION RESPONSES, 1992-93

EVALUATION OF COURSE	FALL 1992		SPRING 1993		OVERALL	
	#	%	#	%	#	%
The course has helped me in communicating with Spanish-speaking students.	33	92%	58	84%	91	87%
All aspects of the Spanish Academy classes should be maintained for future classes.	35	97%	64	94%	99	95%
Given the opportunity, I would continue taking Spanish Academy classes.	36	100%	62	100%	98	100%

CONSULTANTS

Consultants were hired to give lectures and demonstrations in various aspects of Hispanic culture. Each consultant was paid $50 per presentation. Figure 17 displays the presentation topics.

FIGURE 17
SPANISH ACADEMY PRESENTATIONS BY CONSULTANTS, 1992-93

TOPIC	# OF PRESENTATIONS	TOTAL COST
Food preparation/demonstration/lecture	8	$ 400
Lecture/demonstration of Mexican, Latin, Mexican-American, Latin-American, Salsa music	4	$ 200
Mexican art/murals	2	$ 100
Dance instruction, salsa and merengue	1	$ 50
TOTAL	**16**	**$ 800**

Almost all (97%) participants responded on the survey that the presentations made by the consultants were useful.

STUDENT ALCOHOL AND DRUG ABUSE EDUCATION AND PREVENTION PROGRAM (SADAEPP)

In the 1992-93 school year, 70% of the participants of the Student Alcohol and Drug Education and Prevention Program (SADAEPP) indicated in a survey that as a result of the workshop, they are able to make responsible choices; in addition, 76% indicated that they are more self confident because of the program.

PROGRAM DESCRIPTION

The Student Alcohol and Drug Education and Prevention Program (SADAEPP), developed and implemented by AISD's Office of School-Community Services, addressed alcohol and drug abuse education and prevention by trying to build self-esteem and leadership skills in students to help them resist using illicit substances. A strong "no use" drug message was conveyed through the use of ROPES activities. ROPES is an acronym for Reality Oriented Physical Experience Session. The ROPES course involved experiential education activities to develop such skills as team building, trust, communication, decision-making, problem-solving, and negative peer pressure resistance.

SADAEPP was implemented at Zilker Park at the Sunshine Camp facilities. The Sunshine Camp consists of playgrounds and a picnic area. The SADAEPP's facilitator and the two program assistants conducted the day-long student retreats.

STUDENTS SERVED

All secondary schools and fifth-grade students from 10 target schools (see Figure 18) participated in the program. Student participation selection was left to the discretion of school personnel; schools were recommended to select only students who can benefit most from their participation in the program. In addition, schools were given the opportunity to request retreats to serve special student populations. Teachers, parents, and students attended the special population retreats. A total of 21 special population retreats were held with 733 students/teachers/parents from 12 schools. Approximately 2,488 students were served by SADAEPP in the 1992-93 school year (numbers from some schools were estimates), typically 40 students per day.

COST

The Chapter 2 budget allocated $20,579 for the program. These monies funded 25% of SADAEPP, which paid for 25% of the program manager's salary and 25% of the two program assistants' salaries. Drug-Free Schools funded the remaining costs of SADAEPP ($94,433). Chapter 2 cost per participant amounted to $8.27. The total cost per participant including funding from Drug-Free Schools totaled $46.23.

FIGURE 18
SCHOOLS PARTICIPATING IN SADAEPP, 1992-93

SCHOOL	GRADES PARTICIPATING	NUMBER OF STUDENTS
Blanton Elementary	5	70*
Dawson Elementary	5	73
Houston Elementary	5	81
Jordan Elementary	5	62
Langford Elementary	5	77
Linder Elementary	5	98
Maplewood Elementary	5	70*
Oak Springs Elementary	5	55
Rice Elementary	5-6	39
Walnut Creek Elementary	5	84
Wooldridge Elementary	5	70*
Bedichek Middle School	6-8	40
Burnet Middle School	6-8	39
Covington Middle School	6-8	40
Dobie Middle School	6-7	40
Fulmore Middle School	6-8	40
Lamar Middle School	6	38
Martin Middle School	7-8	40
Mendez Middle School	6-8	40
Murchison Middle School	6-8	80
O. Henry Middle School	6-8	39
Pearce Middle School	6-8	40
Porter Middle School	6-8	40*
Webb Middle School	6-8	36
Anderson High School	9-12	40
Austin High School	9-10	40
Bowie High School	9-10	37
Crockett High School	9-12	40*
Johnston High School	9-12	40
LBJ High School	9-12	39
Lanier High School	9-12	40*
McCallum High School	9-12	48
Reagan High School	9-12	43
Robbins Secondary School	9-12	17
Travis High School	9-12	40*
Special populations (school staff, parents, and students)	5-12	733
TOTAL		2,488

* Estimated; the school did not submit a student roster.

ACTIVITIES

SADAEPP was implemented in four phases as summarized below.

Phase I Teacher Orientation
Teachers were trained in strategies for facilitating small group activities and processing group learning activities.

Phase II Student Orientation
The students were introduced to program activities, such as team building and group problem-solving, by staff and teacher facilitators.

Phase III Leadership Workshop
The students and teacher facilitators attended a day-long retreat at the Sunshine Camp in Zilker Park to participate in ROPES activities. When weather did not permit outdoor retreats, the activities were held in the Toney Burger Center.

Phase IV Follow-Up
Students were presented with activities which helped them to understand the relationship between the program activities and their life experiences; specific emphasis was placed on the issue of drug and alcohol use and their negative impact. This session was highlighted by students creating role play activities which offered their solutions to drug related problems. This follow-up session was conducted by the teacher facilitators.

Leadership Workshop
This second day-long retreat will allow participants to further refine their decision-making, problem-solving, and communication skills.

Special population intervention topics included:

- Team building (with school staff)
- Gang issues
- Overage student issues
- At-risk student issues
- Group conflicts
- Racial tensions

An example of a SADAEPP ROPES activity at the Sunshine Camp was the *trust fall*. In the trust fall, a group of 8 to 15 participants formed a net with their arms as one student fell backward into their arms. The exercise required the "faller" to trust his or her peers to provide a sturdy net. Everyone was encouraged to take a turn at being the "faller," but no one was forced to participate. After all participants who wanted to fall did so, the participants discussed the activity and their feelings during the exercise.

EVALUATION OF PROGRAM BY PROJECT STAFF

In the 1992-93 school year, SADAEPP was evaluated by program staff to be very effective. Comments from the project facilitator and a program assistant included:

- What we offer is so different from what the students experience in the classroom, they are immediately drawn to it. Teachers have said they have seen positive changes and improvements in the way the students interact with one another, in their problem-solving.

- One of the reasons I like the program is that the activities are readily adaptive to any life situation, personal to academic. I think the students learn the processes they can use for problem-solving, the ability to do things that can increase their confidence and self-esteem, increase the belief that they can do things they that may not have thought possible.

EFFECTIVENESS

Following their participation in SADAEPP, each student completed a survey developed by ORE. A total of 1,152 surveys were returned and the results are as follows.

- The majority (76%) of students responded that they feel more self-confident because of the SADAEPP workshop (N=1,148).

- The majority (63%) indicated that they were better able to make decisions because of the workshop, and 70% responded that they were better able to make responsible choices (N-1,152).

- A total of 69% of the respondents indicated that the workshop helped to see themselves as a leader (N=1,148).

- Overall, 59% indicated that they learned about the risks of illegal alcohol and other drug use in the SADAEPP workshop.

For more information about the program and results of a participant survey see Piecing Together An Integrated Approach To Drug-Free Schools: 1992-93 Final Report (ORE Publication Number 92.36).

TECHNOLOGY LEARNING CENTER AT JOHNSTON HIGH SCHOOL

During the 1992-93 school year, the Technology Learning Center (TLC) at Johnston High School provided a computer lab for enrichment activities for all students at the school. Overall, 41% of Johnston teachers used the TLC this year. The teachers who used the computer lab did so for a variety of purposes, from remedial instruction to introducing new material.

PROGRAM DESCRIPTION

The Technology Learning Center (TLC) at Johnston High School provides a computer laboratory for enrichment activities for all students at Johnston. It also serves upper level students who are working on TAAS writing skills in a TAAS preparatory class, students in the Zenith program (which provides an alternative diploma program for students 17 to 21 years of age), and all Renaissance students, who are 9th grade at-risk students.

STAFFING

Chapter 2 Formula funds provided only the salary for one TLC teacher assistant to manage the lab through a budget allocation of $16,534.

The daily duties of the teacher assistant, whose title at Johnston is Management Information Specialist (MIS), were to:

- Maintain the computer hardware and software in the TLC;
- Operate the computer network;
- Assist with student tutoring; and
- Handle technical problems involving computer hardware and software throughout the Johnston campus.

STUDENTS SERVED

The Technology Learning Center lab could be used by any class at Johnston, but preference was given to Renaissance classes, which targeted freshmen at-risk students. A total of 1,723 students were served by the lab at a cost of $9.60 per student.

Teachers could preview the software available in the TLC library of software, and then schedule a time to take their classes to the lab for enrichment activities. Some classes came on a regular basis, while others came only when the teachers reserved time in the TLC. The Management Information Specialist was responsible for scheduling classes into the TLC. The length of time classes spent in the TLC varied from one-half to three hours.

EFFECTIVENESS

ORE Coordinated Survey

Johnston teachers and administrators were asked to responded to several items regarding the TLC on a spring 1993 survey.

- Overall, 41% of the teachers used the lab.

- The teachers who used the lab did so for a variety of purposes:
  - Enrichment of classroom instruction (39%),
  - Remedial instruction (25%), and
  - Other uses (36%).

- The teachers who used the lab supplemented classroom instruction by:
  - Reinforcing information presented in the classroom (22%),
  - Introducing new material (17%),
  - Drill and practice only (20%), and
  - Other uses (41%).

USING TECHNOLOGY FOR ACCESS TO PROBLEM SOLVING

AISD received the remaining 53% of its allocation of calculators from the Texas Education Agency, providing one calculator for every eighth grade student in the District.

PROGRAM DESCRIPTION

During the 1991-92 school year, AISD applied to the Texas Education Agency (TEA) to participate in a Chapter 2 Discretionary project called Using Technology for Access to Problem Solving. This project was designed to provide Texas Instruments Math Explorer (TI 12) calculators for use by eighth grade students. **No actual funds were received; calculators were provided through TEA.**

During the 1991-92 school year, AISD received about 45% of its allocation. The remaining calculators were received during the 1992-93 school year. This allotment provided for one calculator for each eighth grade student in AISD for a total of 4,698.

STUDENTS SERVED

Every AISD middle school and junior high school participated in this project. The following schools received calculators.

MIDDLE SCHOOLS			JUNIOR HIGH SCHOOLS	
Bedichek	Fulmore	O. Henry	Kealing	Martin
Burnet	Lamar	Pearce		
Covington	Mendez	Porter		
Dobie	Murchison	Webb		

The Alternative Learning Center (ALC) and W.R. Robbins Secondary School also received calculators.

In the initial allotment in 1991-92, each of these schools (except Webb, which opened as a middle school in 1992-93) received 110 calculators, Robbins received 11, the ALC received 72, private schools received a total of 223, and the Mathematics/Computers instructional coordinator received 54 (stored for Bailey Middle School which will open in August 1993), for a total of 1,790 calculators.

During the 1992-93 school year, each school received between 1 and 360 calculators (see Figure 19). Private schools received their total allotment of 223 calculators last year. In addition, the Mathematics/Computers instructional coordinator received 7 for Bailey Middle School. The total number of calculators received by the District in 1992-93 was 3,131.

FIGURE 19
DISTRIBUTION OF CALCULATORS
BY SCHOOL

SCHOOL	1991-92 DISTRIBUTION	1992-93 DISTRIBUTION	TOTAL
ALC	72	1	73
Bedichek	110	245	355
Burnet	110	171	281
Covington	110	360	470
Dobie	110	217	327
Fulmore	110	182	292
Kealing	110	314	424
Lamar	110	162	272
Martin	110	224	334
Mendez	110	278	388
Murchison	110	223	333
O. Henry	110	143	253
Pearce	110	150	260
Porter	110	253	363
Robbins	11	-1	10
Webb	0	202	202
Bailey (stored)	54	7	61
Private	223	0	223
Total	1,790	3,131	4,921

Calculators are to be maintained by AISD and checked out to students in the same manner that textbooks are distributed, so that they will be available to students at all times (e.g., in school settings, home settings, and tutorials).

STAFF TRAINING

During the 1992-93 school year, three workshops were scheduled for training eighth grade teachers in the use of the TI Explorer calculator. The workshops are funded by ESEA Title II. Workshops were scheduled for May 15, June 7, and August 17, 1993. The August workshop was residual training for teachers new to AISD or new to the eighth grade.

PARENT/COMMUNITY AWARENESS ACTIVITIES

In order to participate in this program, AISD agreed to establish a plan to conduct the required parent/community awareness activities on appropriate uses of calculators in mathematics classrooms. Videotapes were developed by Southwest Texas State University and Texas A&M University and provided by TEA to the mathematics department chairs who were trained in how to use them. The parent-awareness materials were field tested in January 1991 at Bedichek Middle School. Based on the reaction of both teachers and parents these materials have been revised to meet more closely the perceived need. These revised materials were received in August of 1993 and will be used by schools this fall. The department chairs will present the video tapes to interested parents on an as-needed basis.

WICAT COMPUTER LAB AT BLANTON ELEMENTARY

In a Josten's survey, 78% of the teacher respondents at Blanton indicated that using the Wicat lab improved their students' attitudes toward school. In addition, 99% of the respondents indicated that the skills their students developed from using Wicat helped them with their class work.

DESCRIPTION OF THE LAB

The Wicat computer lab provided supplemental instruction in reading, language arts, writing, mathematics, and typing. The software, Wicat Learning Solution by Jostens Learning, covered a full range of skills in each area. The Wicat software ran on the 25 IBM P22 Model 25 computers in the lab.

STUDENTS SERVED

Almost all Blanton students used the Wicat lab. All students in grades one through five and some sixth grade students were served several times a week. First grade students were served 30 minutes two days a week, second grade students were served 30 minutes a day three times a week, and third through fifth grade students were served 30 minutes every day. Kindergarten students were served twice a week for 20 minutes for a few weeks in the spring 1992 semester. AIM High (gifted and talented) students in grades 2-5 came for an additional 30 minutes per day. Sixth grade AIM High students were served 30 minutes per day. Thus, the only students who did not use the Wicat lab were sixth graders not in AIM High, prekindergarten, and kindergarten students (see Figure 20).

FIGURE 20
WICAT COMPUTER LAB SCHEDULE,1992-93

GRADE	NO. OF STUDENTS SERVED	DAYS OF WEEK STUDENTS SERVED	LENGTH OF SESSIONS IN LAB
PreK	NA	NA	NA
K	NA	NA	NA
1	74	Tuesday, Thursday	30 minutes
2	78	Tuesday, Thursday	30 minutes
3	77	Monday through Friday	30 minutes
4	61	Monday through Friday	30 minutes
5	71	Monday through Friday	30 minutes
6	NA	NA	NA

Chapter 2 Formula funds were used to pay the salary of a full-time teacher assistant to run the lab. Based on the Chapter 2 Formula allocation of $17,133, the cost per student served (a total of 481 students) was $35.62.

LAB FUNCTIONING

Teachers decided which software their students used each time they went to the Wicat lab. At times, students were permitted to use the software of their choice.

LAB EFFECTIVENESS

Jostens Survey of Blanton Teachers

Jostens Learning, developer of the Wicat Learning Solution software, administered a survey to Blanton teachers to gather feedback about the computer-assisted instruction in the Wicat labs. Jostens summarized the results and shared its findings with Blanton Elementary. ORE was not able to verify the findings. The majority of teachers (90%) responded that Wicat is an effective instructional tool and that it is well worth the money spent to acquire it (94%). Other findings include:

- Using Wicat has improved my students' attitudes toward school (78%).
- The skills my students develop from using Wicat help them with their class work (99%).
- My students are making more rapid progress as a result of using Wicat curricula (78%).
- My students retain material longer as a result of using Wicat curricula (84%).

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